

The Implementation of Collaborative Learning Model *Find Someone Who and Flashcard Game* to Enhance Social Studies Learning Motivation for the Fifth Grade Students

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Abstract

The aims of this classroom action research are to describe: (1) the implementation of cooperative learning model *find someone who and flashcard game* to boost students' motivation to learn social studies for the fifth grade students; (2) the response of the fifth grade students at SDN Klanderan, Kediri, East Java on the implementation of *find someone who and flashcard game*. The subjects of this study were 32 students. The study was conducted in one cycle. Then the data collecting in this study was done by using observations, questionnaires, and interviews. Research data analysis technique was done by using qualitative descriptive. The conclusion of this study are: (1) students' motivation to learn social studies for the fifth grader at SDN Klanderan improved that can be seen through the achievement aspect of the successful expectation, persistence of effort in learning, as well as the ability to face and overcome the failures of learning and (2) the fifth grade students at SDN Klanderan responds *find someone who and flashcard game* of learning with fun, the spirit of thinking, and agree.

Keywords: Cooperative Learning, *Find Someone Who*, *Flashcard Game*, Motivation to Learn

Social Studies at primary school level is basically aims to prepare students as citizens who master the knowledge, skills, attitudes and values that can be used as an ability to solve personal problems or social problems as well as the ability to take decisions and participate in various community activities in order to become good citizens (Sapriya, 2012: 12). From observations and interviews with teachers and students, it is obtained information that: (1) most of the students when encountering difficulties do not try hard to pursue their desire, (2) the majority of students have not been able to complete tasks in a timely manner, (3) when students get a poor score, they have no attempt not to fail again; (4) students are not accustomed to cooperate with friends when they finds problems in learning. Based on observations and interviews, it can be concluded that the condition of students' motivation to learn social studies is still low. According to Schunk, et al. (2008), motivation can influence new learning and performance of skill, strategy, and behaviors that have been studied previously. One attempt to raise awareness in the student motivation to learn is the use of cooperative learning in the classroom.

This study uses cooperative learning type *find someone who and flashcard game* developed by Spencer Kagan. The use of learning with both types is expected to attract and facilitate students to improve learning motivation. *Find someone who* is a learning strategy to find a partner that is able to work together to solve problems. *Flashcard game* is the speed of learning strategies to solve problems in pairs (tutee and tutor) with three rules are given a full answer signal, bit signals answer, and no answer signal at all.

Previous research that consistent with the use of the *find someone who* in learning is a study conducted by Sholihat (2013), entitled "The Implementation of Cooperative Learning Model Find Someone Who in Improving Japanese Vocabulary Mastery for the Basic Level". The results showed that learning vocabulary with this technique makes learning more interesting, fun, motivating, and increase vocabulary and cooperation of students in the classroom. Relating to the use of *flashcard game* in learning, research conducted by Widayasari, et al. (2013) entitled "Implementation Method through Media flashcard games in English Vocabulary for the fourth grade students of SDN 2 Kebasen" indicated that the implementation of the game through flashcard method can improve English vocabulary.

Based on the results of previous studies above, it is necessary to study how to increase the motivation to learn social studies for the fifth grade students in social studies. The broad objectives of this study are: (1) describe the implementation of cooperative learning and *find someone who and flashcard game* to boost students' motivation to learn social studies for the fifth grade students of SDN Klanderan, and (2) describe the students' responses to the implementation of *find someone who and flashcard game* in charge social studies at SDN Klanderan.

METHODS

The design of this study is a classroom action research. Subject in the study is the fifth grade students at SDN Klanderan that consist of 32 students. According Kemmis & Taggart in Denzin & Lincoln (2011) action research, in general, this is interpretive qualitative data collection by educators / teachers in order for the educator / teacher is able to provide an assessment and evaluation of methods and techniques to improve

practices their own teaching. Based on these opinions it can be taken notion that teachers have the authority to conduct research that can improve teaching practices. Thus, this research used descriptive qualitative data analysis techniques. Furthermore, the research discussed the theory and logical reasoning till the conclusion.

The research data collection tool is interviews, observations, questionnaires and documentation. Researcher is a key instrument of planning, implementation, observation, interviews, and reports the results. To measure the level of success in achieving student motivation in social studies, This study using motivational aspects of learning by Shapiro (1997) which consists of the expectation of success, persistence of effort in learning, as well as the ability to face and overcome failure.

RESULTS

This study begins with the planning phase that includes planning, learning devices and instruments of research. Learning device includes lesson plans, Learning Media, Worksheet *find someone who*, and cards about *flashcard game*. Research instruments include observation sheet, sheet questionnaires, interview guides on student motivation to learn social studies for the fifth grade students after the action and interview guides on students' response on the implementation of *find someone who* and *flashcard game*.

The Implementation of Cooperative Learning Model *Find Someone Who* and *Flashcard Game* to Improve Student Motivation for Social Studies for the Fifth Grade Students

During implementation stage of the action and observation about motivation to learn Social Studies there are three research findings. First, expectations of success can be increased significantly by the provision of the interesting cards material and clear rules of the game in the learning and *find someone who and flashcard game*. It is characterized by the desire to get good grades, the desire for achievement, and mastery of subject matter. Second, the increased persistence of effort into learning as indicated by the effort to maintain an optimistic attitude toward the value of learning, although it found it difficult to maintain their business, and set the time it takes to complete a task through to completion. It is proved by observation after the students interact with fellow group / pair, get a chance to switch roles, and express their opinion in turn. Third, students are able to face and overcome failure in learning more respect shown by the business rather than the result, realize their success is built on failure, and realize the success of cooperation that can not be achieved by one person alone.

The Response of the Fifth Grade Students to the Implementation of Cooperative Learning Model *Find Someone Who* and *Flashcard Game*

At the stage of implementation of the action and observational studies, there are two research findings related to student responses on the implementation of two models. First, cooperative learning model *find someone who* and *flashcard game* raises the interest of students to learn. Second, learning to look for partners can help and switch roles easier for students to think. Most students show a sense of fun and learning to agree when looking for a partner that can help to solve problems and play a role held again at the meeting of other learning.

Reflection

Since the results of the study are in accordance with the purposes of the study, the researcher simultaneously agrees with her co-observer not to continue the next cycle. This is in accordance with the opinion of Kemmis & Taggart in Denzin & Lincoln (2011: 608) stated that the criteria for the success of Classroom Action Research does not lie in whether the participants have followed the above steps strictly, but rather on whether they have a strong sense and authentic to the development and advancement of their practices, their understanding of these practices, and situations where the ongoing practice.

DISCUSSION

Description of increased motivation to learn social studies for the fifth grade students in this study include aspects of "expectation of success", "diligent efforts in learning", and "ability to face and overcome failure". The success of learning motivation cooperative learning *find someone who* and *flashcard game* is in line with the opinion game Schwinger, et al (2010) which explains that the motivation is not directly related to student achievement, but the motivation strategies have a positive effect in managing learning in the classroom, which in turn can improve intelligence and student learning outcomes.

The Implementation of Cooperative Learning Model *Find Someone Who* and *Flashcard Game* Can Improve Student Motivation on Social Studies for the Fifth Grade Students

For the Primary school, organizing subject matter embraces an integrated approach, meaning that the subject matter was developed and drafted does not refer to a separate disciplines but rather refers to the real-life aspects of learners in accordance with the characteristics of age, level of development thinking and habits of being and behavior, the subjects in primary school level contains Social Studies material such as geography, history, sociology and economics (Sapriya, 2012). In this study, the fifth grade students are given insight into the environmental conditions and the economic, social, and culture around the students. Students are given the freedom to find the answers, discuss, and expression within the group in order to cultivate students' thinking

ability and understanding in solving problems. Motivational aspects of learning set forth in this study is based on the opinion Shapiro (1997) which includes the expectation of success, persistence of effort in learning, and the ability to face and overcome failure.

[1] The expectations increase of student success by providing cards about interesting and clear rules of the learning *find someone who* and *flashcard game*

The rules of the game is clear and the provision of interesting question cards as to stimulate students to have the desire to get good grades, the desire for achievement, and mastery of subject matter. Increased motivation to learn social studies in sub-aspect "expectation of success" to *find someone who* learning and *flashcard* gaming include the desire to gets good grades, the desire for achievement, and an increase in mastery of the social studies materials. This is consistent with the opinion of Stinmayr and Spinath (2009) that stated the construction of different motivations gradually contributed to the prediction of school achievement. Specific domain capability of self perception and values showed the highest increase, while the achievement motive and goal orientation explains the lack of additional variants. Even when the previous achievements controlled, some concept of motivation was proven to contribute to subsequent performance prediction.

Moreover, the findings showed that the students want to get good grades because they wanted to be more proficient in the Social Studies material, and found social studies are useful for them. Reason of students above indicates strong desire to excel. It will naturally make provision in achieving the desired goals. To realize the desire of achievement required the ability to master the subject matter. Efforts are made to remain optimistic students get good value by diligently studying, trying and praying. The students' attitude and efforts can be appreciated that the student has been a growing awareness to keep learning.

The fulfillment aspect of "expectation of success" means in accordance with the three main components of the motivation is the need, encouragement, and purpose. According to Maslow's theory in Arends (2007) stated that the requirements are lower in the hierarchy must be satisfied at least in part before someone will try to satisfy higher needs. With a clear expectation it easier for teachers and students to provide feedback on the process of learning social studies, as it has been shown in the results of research on students' response to the *find someone who* feasibility learning and *flashcard game*.

[2] The students showed an increased persistence of effort into learning with learning

Model *find someone who* and *flashcard game*.

The improvement in learning aspect of diligent efforts to find someone who learning and *flashcard* games are shown students after interacting with a group of friends, get the chance to switch roles, and express their opinions in turn. Optimistic attitude, effort, and ability to set the time to complete the task in line with the opinion of Martin, et al (2009) which explained that the theory of achievement motivation, current issues, and practice of education can be conceptualized in terms of relational and motivational theory of self-esteem, to be reviewed in the context of the role in the academic lives of young children.

The findings showed that all students when encountered difficulties in completing the task, the students attempted by asking friends, looking at the source book, and ask the teacher. This is consistent with the opinion of Hardre (2010), which explained that teachers have more influence in building personal relationships with student, creating a classroom climate and builds motivation of individual students so that they effect on learning and learning outcomes. People are motivated to have a desire and willingness to confront and overcome obstacles.

The results showed that most students can complete the task in a timely manner. The ability of students to complete the task on time shows students has formed a strong attitude of self-regulation. In line with the ability of self-regulation, Schunk, et al. (2008) found that the motivation to engage in self-regulation learning is not the same as achievement motivation in general, because self-regulation learning requires self-learners to take responsibility for learning.

[3] Students demonstrated "the ability to face and overcome failure in learning" after learning *find someone who* is acceptable and *flashcard game* with pleasure and voluntarily by students

An increase in the aspect of "ability to face and overcome failure in learning" indicated students with more respect than the business results, is aware of the success is built on failure, and realize the success of cooperation that can not be achieved by one person alone. Their ability to face as intrinsic motivation and overcoming failure in learning as extrinsic motivation has a close relationship in the success of the study, as stated by Becker, et al. (2010) that there is a close relationship between learning motivation intrinsic and extrinsic motivation to learn. Cooperative learning model *find someone who* and *flashcard game* as extrinsic factors can be accepted with pleasure and voluntarily by students. Intrinsic factors indicated students with the ability to face and overcome failure in learning.

Based on the information and description of the research finding on aspects of the "ability to face and overcome failure in learning", it can be concluded that the students had been awakened attitudes and behaviors to

keep learning to use the time well. Attitudes and behavior of the students showed intrinsic and extrinsic motivation of students to learn positive increase. It also agreed opinion of Norman, et al. in Hanurawan et al. (2013) which stated that stance as forming the basis of this behavior is also in accordance with the principle of compatibility in the theory of planned behavior when the level of specification of the attitude object and the object's behavior is consistent then there is a close relationship between attitudes and behavior.

The results showed that students realize that their success is built on collaboration with classmates. Lack of awareness of the need to cooperate in the attitude of success indicates that the learning objective of social studies is that social skills aligned with the motivation to actualize themselves. Specific domain capability of self perception and values showed the highest increase while the achievement motive and goal orientation explains the lack of additional variants. Even when the previous achievements controlled, some concept of motivation was proven to contribute to subsequent performance prediction.

The attitude of the students in maintaining its business despite the difficulty of the subject matter of social studies showed persistence efforts. The spirit manifested by seeking help either ask the teacher, friend, or looking at books. The speed and effectiveness of students in doing tasks in a timely manner is one indicator of "diligent efforts in learning" to maintain an optimistic attitude toward the value of learning and maintain its business despite difficult. Positive increase students' motivation with regard to fifth grade students "diligent efforts in the study" shows linkages intrinsic motivation and extrinsic learning. According to Schunk, et al. (2008), intrinsic motivation refers to motivation to engage in an activity because of the value / benefits of the activity itself. Whereas, extrinsic motivation is motivation to engage in an activity as a way of achieving a goal. Perseverance shown students in social studies about the objects in the surrounding nature can be called an element of intrinsic motivation and desire accomplished by mastering the material can be categorized as an element of extrinsic motivation.

A strong impression in the efforts of students to complete the task of learning is reflected in the answers that students appreciate the effort of learning rather than grades. Persistence students with an awareness of trying to achieve good grades show a positive image to form a "confidence" in performing learning tasks. A sense of confidence that students can do his work alone and in cooperation with a good value embodies the achievement increase learning motivation on students. Confidence in the study is consistent with the theory CET (Cognitive Evaluation Theory) that intrinsic motivation causes individuals find and master the various challenges, which satisfy their need to feel competent and self determination (Ryan & Deci in Schunk, et al., 2008).

Students Respond Gladly, Spirit of Thinking and Agree on the Implementation of *Find someone who* and *flashcard Game* in for Social Studies

Cooperative learning requires cooperation and interdependence of students in the task structure, the structure of objectives, and its reward structure (Arends, 2007: 4). Selection of the fifth grade students as research subjects in accordance with Piaget's theory (in Slavin, 2006) that at the age of 11 years (the average age of students in the fifth grade) the child has begun to enter the formal operational stage to be able to think abstractly. Simultaneously, the formal operational stage of the ability to deal with situations of potential or hypothetical can form separate from the content.

[1] Cooperative learning model *find someone who* and *flashcard game* in Social Studies raises the interest of students to learn.

The findings showed that all students are happy to learn with friends who could help provide answers. Learning circumstances and *find someone who* and *flashcard game* in line with the part of the formation of classes agreement (class building). This is in accordance with the opinion of Soetjipto (2013) who stated that the structure of class formation is used to train the students in the class so that they can know each other, accept and love one another.

Moreover, The findings also showed that in the implementation of learning model *find someone who* make students happy and eager with many friends who can help answer. The reason for students being happy is to switch roles characterized the interaction of students with a highly structured way to obtain facts and emotional intelligence information. Cooperative learning in both models raises interest in students to learn. The interest shown by the students is by being happy and the spirit of good learning. Spirit demonstrated student learning in line with the opinion of Gillies (2008) stating that cooperative learning is a pedagogical practice that are well documented in order to promote academic achievement and socialization. However, many teachers still struggle with implementing them in the classroom. Data from interviews showed that teachers have a positive experience with cooperative learning. However, many teachers still have difficulties in implementing it in their classrooms.

[2]. Learning by looking for partners who can help and switch roles easier for students to think

The findings showed that most of the students stated "Agree", "Glad to find a partner that can help give

an answer", "Glad to switch roles as tutee and tutor" showed that most of the arguments the students respond positively to the feasibility study and *find someone who and flashcard game*, The students' argument in line with the social objective type *find someone who* is to educate students to be able to be an active listener, ask questions, contribute ideas, participate, express ideas, follow the rules, give reasons, appreciate friends, friendly, patient, able to convince people, praise others, able to solve problems, able to provide an explanation, responsibility, make changes, switch roles, tolerance, and cooperation (Kagan, 2009).

The result of observation, questionnaires and interviews about student responses to the implementation *find someone who* and *flashcard game* show atmosphere of mutual learning implementation, know, accept, love and mutual support. Implementation of learning model *find someone who* and *flashcard game* and managed to change the behavior of student learning so that students better understand the subject matter. This is in line with the social objectives of *flashcard game* type that educates students have the ability to accept a compliment, an active listener, seek / provide help, follow the rules, pioneers, like praise, words of clear, responsibility, always hold the task, switch roles, and cooperate (Kagan, 2009).

Based on the above explanation, it is understood that learning model *find someone who* and *flashcard game* have raised interest in the game students to learn. The introduction of lessons by linking teaching materials on the theme of natural objects around can be very effective way to arouse students' intrinsic motivation. The introduction of lessons on the theme of natural objects around in line with the opinions Bergin & Tomlinson (in Slavin, 2009) who said it was important to convince students about the content of the material to be presented, to show (if possible) how the knowledge gained will be useful for students.

The results showed that the implementation of learning and *find someone who* and *flashcard game* has attracted the interest of students in Social Studies. It attract students to study indicate that the use of both types is in line with the opinion of Slavin (2009), which states that the intrinsic motivation to learn something will be increased through the use of interesting material, and also different kinds of ways of presentation. In other words, it is understood that use a variety of ways or strategies attractive presentation can enhance student learning.

The implementation *find someone who* and *flashcard game* learning strategy get a positive response from students. Positive responses are given by students of both learning strategies that means learning implementation *find someone who* and *flashcard game* in Social Studies successfully. Positive responses indicated that students in line with Vygotsky's theory which supports the use of cooperative learning strategies to help each other to learn. In addition, cooperative learning allows the inner conversation of children available for other children, so that they can gain an understanding of the process of reasoning with one another (Slavin, 2006).

CONCLUSION

Based on the results of research and discussion, the process of implementation of action research which entitled Implementation of Cooperative Learning Model *Find Someone Who* and *Flashcard Game* on social studies for the fifth grade students that was carried at SDN Klanderan (Klanderan Primary School) can be summarized as follows: (1) The implementation of cooperative learning and *find someone who and flashcard game* can improve students' motivation to learn social studies for the fifth grade students at SDN Klanderan include aspects of their expectations of success, persistence of effort in learning, and the ability to face and overcome failure. (2) The Fifth grade student at SDN Klanderan responded delightfully, agrees, and more passion to think of the implementation of cooperative learning model *find someone who and flashcard game* in Social Studies.

RECOMMENDATION

Based on the research findings cooperative learning model *find someone who* and *flashcard game* can enhance students' motivation, researchers have recommendation to be considered. The results show that the implementation of cooperative learning model *find someone who* and *flashcard game* for the fifth grade students at SDN Klanderan can increase the motivation to learn social studies, teachers are expected to be able to improve students' understanding in receiving the material, and train students to be active and socializing in group during the learning process.

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